



# **QUEENS HIGH SCHOOL FOR INFORMATION RESEARCH AND TECHNOLOGY**

## **2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 27Q302**

**ADDRESS: 821 BAY 25<sup>TH</sup> STREET, FAR ROCKAWAY, NY 11691**

**TELEPHONE: 718-8682978**

**FAX: 718-868-1653**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	<b>4</b>
<b>SECTION III: SCHOOL PROFILE</b> .....	<b>5</b>
<b>Part A. Narrative Description</b> .....	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot</b> .....	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	<b>9</b>
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	<b>10</b>
<b>SECTION VI: ACTION PLAN</b> .....	<b>11</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011</b> .....	<b>14</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> ..Error! Bookmark not defined.	<b>13</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b> .....	<b>18</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	<b>17</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS</b> .....	<b>18</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</b> .....	<b>23</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</b> ..Error! Bookmark not defined.	<b>24</b>
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS</b> 25Error! Bookmark not defined.	<b>25</b>
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10</b> Error! Bookmark not defined.	<b>35</b>
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</b> Error! Bookmark not defined.	<b>36</b>

**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 302 SCHOOL NAME: QUEENS HS FOR INFORMATION RESEARCH AND TECHNOLOGY

SCHOOL ADDRESS: 821 BAY 25<sup>TH</sup> STREET, FAR ROCKAWAY, NY 11691

SCHOOL TELEPHONE: 718-868-2978 FAX: 718-868-1653

SCHOOL CONTACT PERSON: Michele Williams EMAIL ADDRESS: Mwilliams5@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Shanique Nelson

PRINCIPAL: Michele Williams

UFT CHAPTER LEADER: Richard Severin

PARENTS' ASSOCIATION PRESIDENT: Michelle Reed

STUDENT REPRESENTATIVE:  
(Required for high schools) Bryan Concha, Shenaz Sneed

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 27 SSO NAME: New Visions

SSO NETWORK LEADER: Derek Smith

SUPERINTENDENT: JUAN MENDEZ

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Michele Williams	*Principal or Designee	
Richard Severin	*UFT Chapter Chairperson or Designee	
Michelle Reed	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lewis Hobgood	DC 37 Representative, if applicable	
Bryan Concha Shenaz Steed	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Shanique Nelson	Member/Teacher	
	Member/Teacher	
	Member/Guidance Counselor	
Caren Rei	Member/Parent	
Linda Castleberry	Member/Parent	
Mary McCutchen	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Our school is a small, student-centered learning community committed to providing a challenging pre-college, academic program for students of diverse backgrounds, achievement levels and interests. QIRT has a heavy focus on youth development. Student voice is cultivated during advisory periods, group guidance sessions, and youth engagement strategies are used throughout the academic program.

We provide our students with a technology rich environment that includes personal laptop computers, Interwrite boards, interactive response systems, wireless slates, and other media. The additional tools coupled with the differentiated instructional environment will facilitate the learning process and aid in allowing staff members to address the diverse needs of students.

In order to adequately train students for college level work, our teachers will work as a team to assess each student's learning style, multiple intelligences and academic skill levels. An expert in the field of differentiated instruction provides regular staff development to teachers and other staff members. Teachers will tailor their lessons around student strengths and challenges and offer support services.

Every student is expected to achieve the standards that have been set, and we regularly use formative assessment tools to inform us about student readiness to acquire new skills and knowledge. We are committed to working with each student until those standards are met.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	QUEENS HS FOR INFORMATION RESEARCH AND TECHNOLOGY				
<b>District:</b>	27	<b>DBN #:</b>	27Q302	<b>School BEDS Code #:</b>	342700011302

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> * 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K							92.16		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2006-07	2007-08	2008-09		
Grade 2							TBD		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2006-07	2007-08	2008-09		
Grade 5							55.7		
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7			109	(As of June 30)	2006-07	2007-08	2008-09		
Grade 8							TBD		
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10			69	(As of October 31)	2006-07	2007-08	2008-09		
Grade 11							3		
Grade 12				<b>Special Education Enrollment:</b>					
Ungraded				(As of June 30)	2006-07	2007-08	2008-09		
Total			178				0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes			0				Principal Suspensions		
No. in Collaborative			5				TBD		

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others			3	Superintendent Suspensions			TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			0
# in Trans. Bilingual Classes			0	Early College HS Participants			0
# in Dual Lang. Programs			0				
# receiving ESL services only			6	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs			0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			7
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			3
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			1
			1				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			100.0
American Indian or Alaska Native			1.8	Percent more than two years teaching in this school			0.0
Black or African American			61.8	Percent more than five years teaching anywhere			57.1
Hispanic or Latino			20.0				
Asian or Native Hawaiian/Other Pacific Isl.			1.8	Percent Masters Degree or higher			86.0
White			5.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100.0
Multi-racial							
<b>Male</b>			56.4				
<b>Female</b>			43.6				

2008-09 TITLE I STATUS				
Title I Schoolwide Program (SWP)	* Title I Targeted Assistance		● Non-Title I	
Years the School Received Title I Part A Funding:	● 2006-07	● 2007-08	* 2008-09	● 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School: Yes ● No X	If yes, area(s) of SURR identification:
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**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

● In Good Standing	● Improvement – Year 1	● Improvement – Year 2
● Corrective Action – Year 1	● Corrective Action – Year 2	● Restructured – Year ____

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	0	0	0	0	0	0

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	TBD	<b>Overall Evaluation:</b>	TBD
<b>Overall Score</b>	TBD	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Goal one for the 2010-2011 school year is to improve credit accumulation in global studies classes. Our objective to achieve success is to incorporate the New York State ELA Standards for reading, writing, listening, speaking and critical thinking experiences across disciplines and this will result in 80% of students earning credits in Global Studies by June 2011. Goal two is to increase the number of 9<sup>th</sup> grade students who are on track for graduation. Our objective states that by June 2011, 80% of 9<sup>th</sup> grade students will successfully earn 10 or more credits, and goal three is to increase parent engagement by 20% by June 2011.

Based on our review of the HSST scholarship report and the NYS AYP data, we are on track to meeting our goal for the 2011 school year. In January 2011, more than 80% of students earned credit in Global studies, and 80% of the freshmen were successful in earning ten or more credits to be on track for graduation. This success is due in part to the work of teacher grade teams meeting daily to discuss student progress and developing a collaborative plan of action to help students become successful and include parents in the process.

QIRT teachers have conducted conferences with students individually and/or in small groups each week to set academic and/or behavioral goals. The conferences were based on the results of diagnostic assessments, analysis of student work as well as input from fellow teachers who share student data during weekly common planning periods. The use of data from periodic assessments proved to be a major factor in focusing our attention of specific skills to address in weekly lessons. One significant barrier to our school's continuous improvement is funding. Each year QIRT lost funding due to city wide budget cuts and initial low enrollment as a new and growing school. We have been successful in spite of this loss however having more resources to fund projects will enable us to do better.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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The following goals were set:

To improve credit accumulation in history classes; Incorporating the New York State ELA Performance Standards for reading, writing, listening and speaking into history lessons, will result in 80% of students accumulating course credits by June 2011

To increase the number of 9th grade students who are on track for graduation. By establishing a uniform system of goal setting across disciplines, 80% of 9th grade students will successfully earn 10 credits by June 2011.

By developing an improved system of communication, parent involvement in school wide activities will increase from 0.5% to 20% by June 2011.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** History

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve credit accumulation in history classes. Incorporating the New York State ELA Performance Standards for reading, writing, listening and speaking into history lessons, will result in 80% of students accumulating course credits by June 2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to reach our goal, teachers will collaborate on the following weekly activities:</p> <ul style="list-style-type: none"> <li>• Journaling, Entrance/Exit slips, silent reading and “Share Outs”, presentations of class work and/or projects, using SLP (Share-Listen-Paraphrase) and collaborative group work.</li> <li>• Teachers will plan differentiated learning experiences that engage students in problem solving activities and using online programs such as Castle Learning, Scholastic Reading Inventory and My Access to assess and build literacy skills. Students will also keep e-journals to promote writing and reading.</li> <li>• Teachers will collaborate on a weekly basis during common planning time to review student work, academic progress and collaborate on the weekly performance skills being addressed.</li> <li>• Classes that contain students who are in need of extra support due to deficient reading/math skills will have a second teacher or paraprofessional working with the subject teacher on a weekly basis.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>In order to achieve our goals, we have adopted a co-teaching model, and approximately 50% of classes are staff by two adults to reduce the student-teacher ratio to 1: 14. Each classroom is provided with laptops and other interactive technological tools to assist students in reaching their goals. Schedules are designed to provide teachers with multiple opportunities to plan and discuss student progress during common planning time.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will use data from ACUITY, practice regents exams in History, Castle Learning as well as classroom-based assessments to measure growth. Castle Learning is regents-based online software which gives back instant disaggregated data feedback on academic achievement and skill acquisition. Every 12 weeks, the 2012, 2013 and 2014 cohorts will be given a Castle Learning history assessment to evaluate their progress towards meeting this goal.</p>



**Subject/Area (where relevant):** Parent Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By developing an improved system of communication, parent involvement in school wide activities will increase from 0.5% to 20% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Based on the results of the Quality Review, we will provide opportunities for parents to monitor and support the academic development of their children through parent workshops which train them in the use of online academic reporting tools, email and online communication tools via use of Datacation online program, Safe Space (CBO) and our new parent coordinator.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>In order to achieve our goals, funds will be allocated to support the parent coordinator position, use online communication tools as well as workshops and special events that cater to our parent's needs. Teacher teams will set up appointment dates throughout the school year where parents and their children can meet with the entire team to discuss student progress and opportunities for success.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>In order to evaluate progress toward meeting this goal, the school will conduct online and in-house surveys with parents, and monitor the number of parents who we have contacted and met with via attendance sheets and email communication.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	42	25	10	40	6	2	4	5
10	38	28	15	35	10	4	2	2
11	20	23	6	21	7	4	2	2
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>The foci for QIRT are to improve reading and writing skills for general education, special education, and ELL students. Students will advance reading fluency and comprehension skills. Students will receive instruction in writing that addresses depth of meaning, organization, paragraph development, language use, English conventions, and research skills. AIS takes place Monday-Thursday from 7:55am – 8:33 am, and teachers work with a group of 10 or less students. Students frequently receive instruction through the use of technological tools, for instance, personal laptops, Interwrite boards, interactive response systems, and other media. Students use online programs to address grammar, reading comprehension deficiencies and vocabulary development. Students receive support with homework assignments, and projects. A comprehensive ESL curriculum is implemented across the content areas to address students with limited English proficiency.</p>
<p><b>Mathematics:</b></p>	<p>For AIS, Students have access to test prep through Castle Learning and regentsprep.org, video tutoring through PHSchool.com, online manipulative tools through illuminations.org. These services are received during morning AIS class and during lunch by appointment. They work in small groups, and one-to-one sessions with teacher.</p>
<p><b>Science:</b></p>	<p>Students work in pairs or individually on science concepts they find challenging. Students work online using learner.org, PHCF online simulators and science videos to help them comprehend the concepts. They receive assistance with homework and lab reports as well as regents preparation via Castle Learning online program.</p>
<p><b>Social Studies:</b></p>	<p>Students build their reading, comprehension and critical thinking skills via working in small groups or one on one with their teacher during AIS. They will also receive support with homework assignments and online projects.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Weekly one-on-one counseling, weekly group counseling. Services are provided during the school day; <a href="http://www.boostup.org">www.boostup.org</a> and <a href="http://www.teencentral.net">www.teencentral.net</a> are being used during Group Guidance sessions. Students also have opportunities to interact with guest speakers who are invited to address issues raised in counseling sessions.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Counseling takes place according to each student's IEP.</p>

<b>At-risk Services Provided by the Social Worker:</b>	Mental Health Services: Crisis Intervention Individual, Group Counseling, Pregnancy Prevention Programs, Classroom Education Groups are provided to students on a weekly basis. The Social Worker from our community based partner, Safe Space, conducts group counseling sessions with our At-risk students on a weekly basis and collaborates on activities with our guidance counselor.
<b>At-risk Health-related Services:</b>	North Shore LIJ Schneider Children’s Hospital School Based Health Program provides free healthcare, basic health care services, specialty care services, and mental health services, asthma care, and HIV testing to our students on a weekly basis.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-11**

**Form TIII – A (1)(a)**

Grade Level(s) 9 -11      Number of Students to be Served: 28 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1      Other Staff (Specify) 1 paraprofessional

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**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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We have freestanding ESL instruction which is blocked, ungraded and heterogenous. We use varied materials (workbooks, textbooks, picture cards, online programs, listening material, and speaking activities) to deliver instruction. The students receive content and learn through different processes using diagnostic data that provides information about their individual language needs. ESL services will be provided using a Co-Teaching Model where appropriate and some "pull out", as needed. The ESL teacher will "push in" to classes to provide the mandated minutes required based on the students' proficiency level in their English Language Arts (ELA) classes and in the content areas (math, science and social studies). We also employ a Spanish speaking paraprofessional who works with ELL students who are newcomers and Students with Interrupted Formal Education (SIFE) as they travel to their major classes. Our SIFE students begin with individual instruction related to acquiring basic social and academic needs. With the help of a computer software program and small group instruction, SIFE students slowly transition into the classroom learning mode. ELL students will be provided with their mandated minutes, plus additional support during Academic Intervention Services (AIS) and afterschool programs. Our long term ELL students receive intervention services, regular ESL and ELA instruction so they can become more proficient in their use of the English language. ELL's receiving services from 4 to 6 years and Long-Term ELL's will be permitted to take any subject

class that they failed during the day so that they can accumulate sufficient number of credits to be promoted to the next grade level. ELL's identified as having special needs will be provided with Regents and RCT Prep sessions to ensure that they pass either of these examinations in order to meet high school graduation requirements.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The ESL teacher has supported staff by providing them with ongoing teaching material, technology tools, and strategies to help ESL students succeed in the content areas and in mainstream environments during common planning. Professional development will be differentiated to meet the needs of teachers based on their skills and subject areas. An ESL specialist who is also a staff developer will visit classes and model techniques and strategies to support the work teachers are doing with our ELL students.

**Form TIII – A (1)(b)**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

During orientation, registration and phone calls home, we determined the home language for our students and parents via interview.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have parents that need translation services in Spanish and provide it through written communication and direct translation by Spanish speaking staff members. We communicate these findings via faculty meetings.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We provide translation services via using one of our staff members who speak Spanish, French, Creole and Arabic. We also post information on our school website using eChalk, which allows parents to view the content in their native language.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

One parent does not read in his native language but has an English speaking family member at home to assist him. Direct translation by Spanish, French, Creole and Arabic speaking staff members is also available to communicate with parents. To increase our communication with non-English speaking parents, we contact them via phone using our dual language teachers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Poster information on available translation services will be visible to parents at the entrance of our main office. On our school website, we will post a link to the NYCDOE webpage which tells parents how to access translation and interpretation services. Parents will be provided with a copy of the Bill of Parent Rights & Responsibilities during orientation and parent-teacher conferences.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	141993	3294	145287
2. Enter the anticipated 1% set-aside for Parent Involvement:	1420		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		33	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7100		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1647	
6. Enter the anticipated 10% set-aside for Professional Development:	14199		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		329	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100
9. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - (Review data on page 9.)

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

(See pages 11 and 12)

3. Instruction by highly qualified staff.
  - All of our highly qualified teachers will use differentiated instruction techniques to present lessons to students. This will be based on the results of learning style surveys and authentic data collected during classroom activities and assessments.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  - Our support organization, New Visions is working with staff and administration on developing a differentiated PD plan that meets the needs of individual teachers and subject area teachers. Teachers will visit other schools to observe various teaching strategies as well as attend network wide PD within New Visions. All staff is receiving training on CTT and other co teaching models so they can use these techniques to benefit all students.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - We use The New Teacher Project to assist us with attracting highly qualified teachers as well as talking with prospective teachers at hiring fairs. We also will train student teachers so they can learn the culture of our school and the habits of our students, and hopefully be hired as new positions open in the future.
6. Strategies to increase parental involvement through means such as family literacy services.
  - One strategy we plan to use to increase parent involvement in the school is online video conferencing. Many of parents work schedules do not allow them to come to the school during meetings. We plan to set up meetings online for those parents who are comfortable using technology. We are also using our students to conduct training sessions for parents who are not technologically literate. Many of our parents have expressed an interest in having these sessions. We also plan to survey our parents on their needs and provide workshops for them from our CBO's and school personnel.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - Does not apply to our school.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - Teachers are the key individuals who will make decisions regarding the type and use of academic assessments at QIRT. The Principal has provided a forum for this to take place via weekly common planning periods.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - One of the key ways that we plan to address this very important need is via weekly goal setting (benchmarks) sessions between students and their teachers. The purpose of these benchmark sessions is to ensure that students are becoming proficient and mastering the performance standards taught in their classes.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
  - Our Guidance Counselor, CBO Safe Space and School Based Clinic collaborate on a weekly basis to directly address the needs of our students. We also utilize NYPD'S L.I.F.E Unit to work with all of our students on a monthly basis to address such things as gang awareness, teen violence, "Power of Choice" and drug abuse.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
  5. Provide instruction by highly qualified teachers;
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  7. Provide strategies to increase parental involvement; and
  8. Coordinate and integrate Federal, State and local services and programs.

Resources will be used to reduce class size by having two teachers in the classroom and use online educational software to enhance learning experiences during the instructional day. This will allow students to receive more personalized attention during instructional periods. Academic intervention sessions will take place before the start of the school day and students will work individually or in pairs with a teacher or paraprofessional. Students receive additional instructional time during math and English blocks. Time is also allotted for students to receive group guidance on a weekly basis

Teachers use different co-teaching models to vary the delivery of instruction and to differentiate learning experiences throughout the week. Students are grouped heterogeneously; their learning styles and multiple intelligence results as well as collaborative group strategies are incorporated into lessons to meet their needs on a weekly basis. To address the social and emotional needs of our students, advisory classes and group guidance sessions are scheduled weekly. The Guidance Counselor and Advisors collaborate on the development of the curriculum and issues to address.

During the academic intervention sessions, teachers use online programs to assist students with their math and literacy skills, projects and homework assignment. They conduct benchmarking sessions with students so they can set and discuss weekly academic goals and they collaborate weekly on the progress of skills and goals met by students. All teachers are highly qualified and licensed in their subject area. Teachers, Guidance Counselor and staff receive ongoing professional development via New Visions, NYCDOE and other community organizations. Workshops are being planned for parents to increase their involvement in the school and in their child's academic development.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

Our school reviewed the results of the Quality Review and Progress Reports from the feeder schools of our students as well as the results of student English scores from middle school.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☒ Applicable   ● Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We recognize that our general ed teachers instruct ELL students very differently from their ESL teacher. We are using an ESL specialist to conduct PD with the staff so they can better serve ELL students in their respective classes.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The information contained in the assessment reports relates to the New York State Learning Standards for ESL propelled us forward to continue to base our planning and instruction on the NYS ELA Learning Standards. We have administered an ESL diagnostic assessment to plan for targeted instruction that addresses progression in reading, writing, listening, and speaking of English. Our school's educational program will address the NYS ESL standards and has helped us to design and implement an instructional program that includes a comprehensive ESL curriculum that includes a timeline by which students are expected to master specific skills.

Our teachers aligned their curriculum maps to the New York State ELA performance standards as well as the NYC School Library System Information Fluency continuum in order to address the literacy needs of our population. Learning experiences related to reading, writing, listening and speaking skills are planned on a weekly basis across the curricula. As a result of this finding, we will review our curriculum maps to make sure the NYS Learning Standards for ESL students are aligned and being addressed within our instructional program and across all content areas.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

We elected to use the NYS Prentice Hall Curriculum 9<sup>th</sup> grade integrated algebra course which is aligned with the 2005 NYS standards for math.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The NYS Prentice Hall Curriculum for 9<sup>th</sup> grade algebra is approved by the NYCDOE and it is in alignment with the 2005 standards. This curriculum is aligned with the 2005 NYS standards. In addition, teachers have access to the NYSED sample tasks to better understand the language and intent of the associated performance indicators including the process strands. Teachers also refer to AMADS (Association of Mathematics Assistant Principals Supervision of NYC) Integrated Algebra- Calendar of Lessons for which include student objectives and writing for understanding to assess conceptual understanding and problem solving. Student objectives include ways in which students acquire the knowledge such as but not limited to discovery and/or use of manipulative.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed

either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

We used our common planning periods, faculty meetings and overnight retreats to discuss these issues.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Direct instruction is approaching a minimum and independent seat work appears at times in our school. The dominant instructional methodology adopted by our school is differentiated instruction. Our teachers use collaborative grouping strategies, technology and the results of learning style and multiple intelligence surveys to differentiate instruction. Teachers engage in meaningful discussions in professional learning communities set up to align curriculum, instruction, and best practices.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

We elected to use the NYS Prentice Hall Curriculum 9<sup>th</sup> grade integrated algebra course which is aligned with the 2005 NYS standards for math.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   \* Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to the Prentice Hall Curriculum, the NY Holt Algebra I curriculum is referenced to aid in the engagement of students learning through exploration activities and the curriculum also provides challenging activities and reading strategies that engage students. The use of technology math classrooms occurs weekly. Students use the laptops to access online manipulative tools, regent prep assessments, and research. Instruction is student centered with students working in collaborative groups on a weekly basis.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

We have conducted a survey of the working environment, and provide teachers the support they need in order to continue their tenure at our school.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We are a new school and the percentage of new teacher turnover is very low.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

We surveyed the teachers to find out if they were aware of the professional development opportunities offered by the district.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Some teachers were not aware of the professional development opportunities available to them through the district.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers will receive monthly announcements via email and/or newsletter of the professional development opportunities offered by the district and other supporting agencies.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

Our school has used the weekly assessments from online programs and teacher made assessments to monitor our student's academic progress.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our teachers monitor the academic progress of our ELL students via use of online programs such as ARIS, Scholastic Reading Inventory, Reading A-Z and Castle Learning. Teachers meet weekly to discuss the progress of students during their common planning time.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

During the interview process, teachers are asked to explain how they would modify a lesson for a special needs student. In light of this finding, our school will periodically survey teachers to assess their capacity to meet the needs of special education students.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school works closely with our New Visions Special Education Specialists whose roles are to build capacity for each teacher as it relates to special education modifications, accommodations and various instructional approaches to help our students succeed academically. We have adopted the co teaching model at QIRT so all of our students' needs can be met by general education and special education teachers.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2010-2011 school year, to assess whether this finding is relevant to your school's educational program.

Our school will review the IEP of students during common planning time to ensure that these findings are being addressed.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school sets weekly benchmarks with each student. Behavioral goals are part of the benchmarking if necessary for particular students. The delivery of instruction by teachers is based on the needs and learning styles of students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - We presently have three students who are in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
  - We are providing our students with access to technology before and after school so they can complete their assignments. We are providing funds to pay for school trips and school uniforms. Students are also receiving counseling by our guidance counselor and community based social worker.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Queens High School for Information, Research, and					
<b>District:</b>	27	<b>DBN:</b>	27Q302	<b>School</b>		342700011302

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0			85.4	79.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			61.8	89.6
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			94.5	84.5
Grade 8	0	0	0				
Grade 9	55	109	89				
Grade 10	0	62	85				
Grade 11	0	0	68			2	7
Grade 12	0	0	0				
Ungraded	0	0	0				
<b>Total</b>	<b>55</b>	<b>171</b>	<b>242</b>			<b>3</b>	<b>7</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		0	49
# in Collaborative Team Teaching (CTT) Classes	5	18	23	Superintendent Suspensions		1	13
Number all others	3	11	8				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	6	18	TBD
# ELLs with IEPs	0	4	TBD
Number of Teachers		7	12
Number of Administrators and Other Professionals		3	3
Number of Educational Paraprofessionals		1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	28	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		57.1	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		86.0	91.7
American Indian or Alaska Native	1.8	0.6	0.8	% core classes taught by "highly qualified" teachers		100.0	90.7
Black or African American	61.8	62.6	63.6				
Hispanic or Latino	20.0	28.1	26.4				
Asian or Native Hawaiian/Other Pacific	1.8	2.9	2.5				
White	5.5	2.3	5.0				
<b>Male</b>	56.4	59.6	58.7				
<b>Female</b>	43.6	40.4	41.3				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				v	v		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>2</b>	<b>2</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>			<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR		<b>Overall Evaluation:</b>	P		
<b>Overall Score:</b>			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data	P		
School Environment:			Quality Statement 2: Plan and Set Goals	UPF		
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:			Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise	P		
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 2010-2011 School Parent Compact

*Queens HS for Information, Research and Technology*, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

### **Required School-Parent Compact Provisions School Responsibilities**

*Queens HS for Information, Research and Technology*, will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Utilizing Bloom's Taxonomy as a basis for all planning and lesson design.
- Students will use online Regents based assessment tools such as Castle Learning, Scholastic Reading Inventory, Acuity and ReadingA-Z.com enhance instruction and support students in meeting the state's performance standards.

⇒ Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- At least three times a year during orientation week in September, during Parent-Teacher Conferences in the fall and spring and as needed.

⇒ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Three report cards per term and individual calls, letters, emails, and progress reports will be made and distributed as needed.

⇒ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Via email and regular mail and by returning phone calls to parents during the school day.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- Queens HS for Information, Research and Technology maintains an open door policy. Parents can visit the school at any time and can observe classes with advanced notice. Parents have offered to chaperone trips, as well as provide food, and materials for fundraising.

⇒ Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

⇒ Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- ⇒ Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- ⇒ Supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school
  - monitor their attendance
  - ensuring my child gets adequate and restful sleep
  - providing nutritious meals and snacks
  - talking with my child about his/her activities every day;
  - listening to what my child says and doesn't say about their school, friends, choices and activities
  - scheduling daily homework time
  - providing an environment conducive for study
  - offering assistance/advice/references to help with assignments
  - making sure that homework is completed
  - assisting with projects and term papers
  - monitoring the amount and kind of television my children watch;
- ⇒ volunteering in my child's classroom; assist with tests, projects and tutor
- ⇒ participating, as appropriate, in decisions relating to my children's education; attending school meetings and via school website
- ⇒ participating in school activities on a regular basis

- ⇒ promoting positive use of my child’s extracurricular time; organizing educational trips and age appropriate part-time employment
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
- ⇒ Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ providing my child with a library card and encouraging frequent use of all its facilities on and off-line
- ⇒ Communicating positive values and character traits, such as respect for self and others, hard work and responsibility.
- ⇒ respecting the cultural differences of others; assisting with Black History Month Celebration Project,
- ⇒ helping my child accept consequences for negative behavior; loss of privileges for breaking curfew, misbehavior, not doing chores, and poor grades
- ⇒ being aware of and following the rules and regulations of the school and the district
- ⇒ supporting the schools discipline policy
- ⇒ express high expectations and offer praise and encouragement for achievement

**Optional Additional Provisions**

**Student Responsibilities (revise as appropriate to grade level)**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give to parents or the adult who is responsible for our welfare all notices and information received by me from my school every day.

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

**(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

## 27Q302 Title I Parent Involvement Policy 2010-2011 (PIP)

### **I. General Expectations**

*Queens HS for Information, Research & Technology* agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - That parents play an integral role in assisting their child’s learning;
    - That parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The *Queens HS for Information, Research & Technology* will take the following actions to involve parents in the joint development of the school parental involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA: Parents will be encouraged to attend parent association meetings, School Leadership Team meetings and individual family meetings to gain their input in developing the parent involvement plan.
2. *Queens HS for Information, Research & Technology* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA: Parents will meet with school personnel to discuss the academic progress of students in the school and areas for improvement. School will provide a document that charts the progress of student cohorts twice per year.
3. *Queens HS for Information, Research & Technology* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.) Parents will be invited to participate in interactive team building activities to educate them

on the types of learning experiences our students engage in at QIRT. They will also be provided with training in the use of online communication tools so they can confer with school personnel on a regular basis.

4. *Queens HS for Information, Research & Technology* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

At the end of the school year, parents, student leaders and school personnel will convene to reflect and discuss the effectiveness of our parent involvement policy and offer strategies for improvement. Parents will be surveyed using an online program such as Survey Monkey as well as with a take home document to complete and return. Under the leadership of the parents association and school personnel, the data will be analyzed and a new plan of action will be recommended for the following school year.

5. *Queens HS for Information, Research & Technology* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Parents who visit the school will receive small group and individualized conferences with school personnel on the NYS standards, regents examinations requirements and academic expectations of QIRT. Parents who are unable to visit the school will receive a phone conference explaining the standards and how they can work with school personnel to monitor their child's academic growth. QIRT will provide academic progress reports to parents on a monthly basis, and provide an online program for them to check the weekly progress of their child.
  - b. *Queens HS for Information, Research & Technology* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: conducting workshop using ARIS, Castle Learning and other online communication tools to monitor their child's progress during the year.
  - c. *Queens HS for Information, Research & Technology* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by attending workshops and engaging in team

meetings which discuss the implementation of useful strategies to address increased parent involvement and support.

- d. *Queens HS for Information, Research & Technology* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by partnering with a community based organization, such as Safe Space, to assist the school in offering referrals or opportunities for parents of our students who need access to these early childhood programs.
- e. *Queens HS for Information, Research & Technology* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: flyers, notices, posters, emails and phone calls.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attendance sheet. This policy was adopted by the *Queens HS for Information, Research & Technology* on 10/29/10 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 2010.

Principal's Signature: 

Date: 10/29/10

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN</b>	District <b>27</b>	School Number <b>302</b>	School Name <b>QIRT</b>
Principal <b>Michele Williams</b>		Assistant Principal <b>None</b>	
Coach <b>Aida Delgado</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Lashonda Williams/ESL</b>		Guidance Counselor <b>Marsha Desroches</b>	
Teacher/Subject Area <b>Rebecca Kuhn/Foreign Language</b>		Parent <b>Michelle Reed</b>	
Teacher/Subject Area <b>Omar Javier/Foreign Language</b>		Parent Coordinator <b>Lewis Hobgood</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Derek Smith</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>6</b>

### C. School Demographics

Total Number of Students in School	<b>249</b>	Total Number of ELLs	<b>29</b>	ELLs as Share of Total Student Population (%)	<b>11.65%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Upon registration, an interview is given by the bilingual guidance counselor- Ms. M. Desroches, Principal-Ms. M. Williams or ESL teacher-Ms. L. Williams, to students who are first-time entrants into the New York City Public School System to determine the student's linguistic background and experience using the Home Language Identification Survey (HLIS); translation services are available during this process. Depending on the responses to the questions on the HLIS, a determination is made as to whether or not the student is eligible to take the Language Assessment Battery-Revised (LAB-R). Within 10 days of initial school registration, new ESL admits receive the LAB-R test to formally assess language proficiency by Ms. L. Williams (ESL Teacher). All ELL students are evaluated annually by administering the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring along with the Acuity Periodic Assessments throughout the year. Once an ESL level is determined, students are programmed for their appropriate time slots as required by NYCDOE regulations and when necessary, more time is allocated to provide additional instruction. The ESL teacher collaborates with the bilingual guidance counselor, as well as the Principal to ensure that the mandated number of instructional minutes is provided according to proficiency levels. ESL students who have reached proficiency are placed in English classes that meet approximately 200-240 minutes per week for instructional support so they can achieve mastery in their language classes.

Parents of ELLs are notified of their options to place their child in a Bilingual Education, Free-standing ESL or a Dual Language Program at an orientation at the beginning of each school year and throughout the school year as first-time entrants are registered in the school. Parents of ELLs who do not attend the Parent Orientation are contacted and individual sessions with them are scheduled when they are available. Our small ELL population does not provide the opportunity for offering more than the current Free-standing ESL program, however, we do inform parents that other programs exist and are available to them. Parents are encouraged to complete the required forms upon registration and we distribute entitlement letters at that time. Outreach is done to ensure the return of any missing data via phone calls by ESL teacher and ESL paraprofessional, reward incentives given to students who return missing forms; the returned forms are kept on file with administration. Currently, QIRT just completed its second year of operation, therefore it is not possible to determine a trend in program choices if requested by parents. Once additional data is available, it will be analyzed to determine the parent and student needs and program adjustments can be made at that time.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5  
 6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1		3
<b>Push-In</b>										1	1			2
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	1	0	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	1	0	15	0	2	2	0	1	29
<b>Total</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>29</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	EL L	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																					0	0
Haitian																					0	0
French																					0	0
Other																					0	0
<b>TOTAL</b>	<b>0</b>																					

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	9	3		23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												2		2
Haitian											1			1
French											1	2		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>29</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

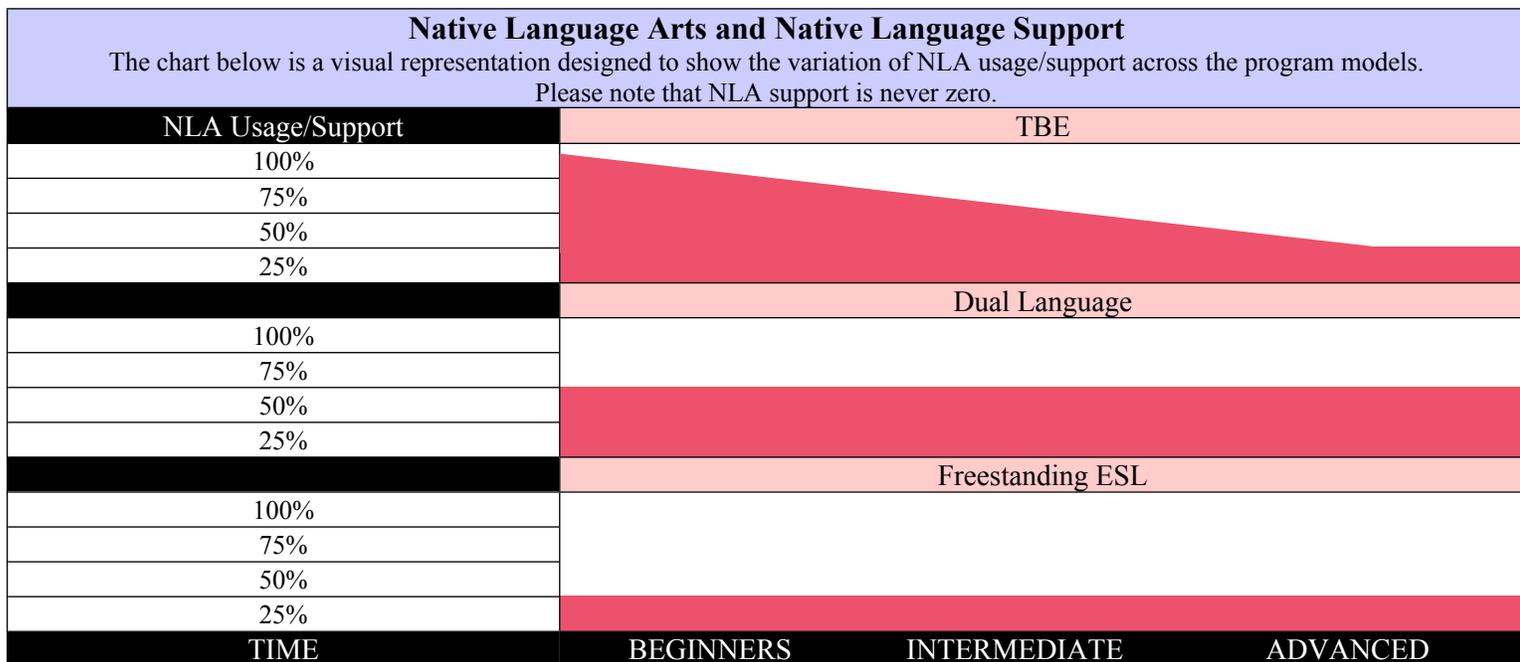
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

We have freestanding ESL instruction which is blocked, ungraded and heterogenous. We use varied materials (workbooks, textbooks, picture cards, online programs, listening material, and speaking activities) to deliver instruction. The students receive content and learn through different processes using diagnostic data that provides information about their individual language needs. ESL services will be provided using a Co-Teaching Model where appropriate and some “pull out”, as needed. The ESL teacher will “push in” to classes to provide the mandated minutes required based on the students’ proficiency level in their English Language Arts (ELA) classes and in the content areas (math, science and social studies). We also employ a Spanish speaking paraprofessional who works with ELL students who are newcomers and Students with Interrupted Formal Education (SIFE) as they travel to their major classes. Our SIFE students begin with individual instruction related to acquiring basic social and academic needs. With the help of a computer software program and small group instruction, SIFE students slowly transition into the classroom learning mode. ELL students will be provided with their mandated minutes,

plus additional support during Academic Intervention Services (AIS) and afterschool programs. Our long term ELL students receive intervention services, regular ESL and ELA instruction so they can become more proficient in their use of the English language. ELL's receiving services from 4 to 6 years and Long-Term ELL's will be permitted to take any subject class that they failed during the day so that they can accumulate sufficient number of credits to be promoted to the next grade level. ELL's identified as having special needs will be provided with Regents and RCT Prep sessions to ensure that they pass either of these examinations in order to meet high school graduation requirements.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

QIRT employs a certified ESL teacher and students receive additional assistance from an educational paraprofessional. The paraprofessional travels with the ELL students to their major classes, especially mathematics and science. They also receive the equivalent of four periods per week of Native Language Arts. A comprehensive ESL curriculum is implemented across the content areas to address students with limited English proficiency. Students will receive instruction in writing that addresses depth of meaning, organization, paragraph development, language use, English conventions, and research skills in all ELL proficiency levels. ESL instruction takes place for 597 minutes each week for our beginners and intermediate ELL's; advance students receive 180 minutes. Students, who want extra instructional time, take advantage of extra help opportunities both during free periods and after school tutoring. Students frequently receive differentiated instruction through the use of technological tools, for instance, personal laptops and online programs such as My Access, Reading A-Z and Castle Learning. Students use online programs to address grammar, reading comprehension deficiencies and vocabulary development; they also receive support with homework assignments, and projects. To ensure that our ELL students graduate with a regents diploma, they receive science, math, history and technology classes as part of their daily program, along with advisory to help them in their social and emotional development. For the upcoming school year, we plan to hire another ESL teacher and separate our beginner students from the intermediate and advanced ESL students do more time can be focused on their language skills. We also plan to use peer mentors to work in the classroom with our beginners to assist them with their language acquisition skills.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher attends professional development sessions in school as well as off site. QIRT hired a former Assistant Principal of ESL and Foreign Languages, Ms. Aida Delgado, to coach and conduct trainings with the entire staff, including our bilingual parent coordinator and bilingual guidance counselor as well as work individually with the general education teachers and the paraprofessional of our ELL students. The ESL teacher and staff also receive monthly training from ESL specialists with our support organization- New Visions. Professional development is scheduled weekly for 55 minutes and attendance sheets are maintained for each meeting. Our professional development focus is on differentiating instruction by content, process and product so our ELL students can demonstrate what they have learned in a variety of ways. Professional development also centers around using strategies that incorporate more visuals (pictures, graphic organizers, videos) to help increase students comprehension as well as youth development so staff can meet the social/emotional needs of each child.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

QIRT seeks to increase parent involvement from all of our families during the 2010-2011 school year. We do outreach to our ELL parents via phone calls, back pack notes and emails. We invite them out to parent meetings and special events at the school. We partnered with Safe Space Inc, which has a positive track record in the community and works very well with our students and families. During the fall, our parents were surveyed so we could determine how best to support them and how they could support the school. We hired a bilingual parent coordinator this year to help increase parent participation and to find ways the school and parents can build an effective collaborative relationship.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	3	3	0	9
Intermediate(I)										3	4	3	0	10
Advanced (A)										4	4	2	0	10
Total	0	0	0	0	0	0	0	0	0	10	11	8	0	29

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>										2	0	6	
	<b>I</b>										2	3	4	

	<b>A</b>										4	1	4	
	<b>P</b>										0	2	1	
READING/ WRITING	<b>B</b>										2	0	6	
	<b>I</b>										2	3	4	
	<b>A</b>										4	1	4	
	<b>P</b>										0	2	1	

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		0	
Math <u>Algebra</u>	18		8	
Math				
Biology				
Chemistry				
Earth Science	4		0	
Living Environment				
Physics				
Global History and Geography	4		2	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The results of the spring 2010 NYSESLAT and ACUITY results are shared with the ESL, ELA, content area teachers and bilingual guidance counselor. The ESL teacher analyzes the results to determine which of the modalities (speaking, listening, reading and writing) the student is deficient in and shares this data with the content teachers. The data patterns for our students show that their proficiency levels are lowest in reading and highest in speaking and listening. Many of our 9-11 grade beginners are strongest in speaking but low in literacy; in that group, the juniors have the highest literacy levels. We have learned from periodic assessments that our ELL’s struggle with multistep written directions and reading comprehension. Both content area and ESL teachers will work collaboratively to plan and select appropriate strategies during common planning periods. The ESL teacher will share specific ESL strategies with content area teachers on a weekly basis. They will differentiate instruction within the classroom based on the students’ English proficiency level. Some of the assessment tools used weekly to evaluate and improve the language skills of our ELL students are “Reading Street Program,” “Orton Gillingham Writing Strategies,” and “My Access Online Program.” ELL students who reach proficiency on the NYSESLAT exam are programmed in English classes that have 200 or more minutes per week to support them as they transition from ESL classes. They also receive support from the ESL teacher during Academic Intervention periods before and/or after school. Overall, our ELL students are given the opportunity to strengthen their academic skills, acquire a richer vocabulary, and attain smoother speech patterns, so they are prepared to communicate effectively in a social setting as well as a college classroom.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/11/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 27Q302**

*All Title I SWP schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	141993	3294	145287
2. Enter the anticipated 1% set-aside for Parent Involvement:	1420	33	1453
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7100	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14199	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: School wide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a School wide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - a. (Review data on page 9 of the CEP.)
  
2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any

- program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

(See pages 11 and 12 of the CEP)

3. Instruction by highly qualified staff.
  - a. All of our highly qualified teachers will use differentiated instruction techniques to present lessons to students. This will be based on the results of learning style surveys and authentic data collected during classroom activities and assessments.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
  - a. Our support organization, New Visions is working with staff and administration on developing a differentiated PD plan that meets the needs of individual teachers and subject area teachers. Teachers will visit other schools to observe various teaching strategies as well as attend network wide PD within New Visions. All staff is receiving training on CTT and other co teaching models so they can use these techniques to benefit all students.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - a. We use The New Teacher Project to assist us with attracting highly qualified teachers as well as talking with prospective teachers at hiring fairs. We also will train student teachers so they can learn the culture of our school and the habits of our students, and hopefully be hired as new positions open in the future.
6. Strategies to increase parental involvement through means such as family literacy services.
  - a. One strategy we plan to use to increase parent involvement in the school is online video conferencing. Many of our parents' work schedules do not allow them to come to the school during meetings. We plan to set up meetings online for those parents who are comfortable using technology. We are also using our students to conduct training sessions for parents who are not technologically literate. Many of our parents have expressed an interest in having these sessions. Our Teacher Grade Teams have set up conferences/appointments with parents so they can meet with their child's teachers as one group to discuss academic progress, interventions and family support. This strategy has been very

successful in increasing parent participation. We also plan to survey our parents on their needs and provide workshops for them from our CBO's and school personnel.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - a. Does not apply to our school.
  
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - a. Teachers are the key individuals who will make decisions regarding the type and use of academic assessments at QIRT. The Principal has provided a forum for this to take place via weekly common planning periods.
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - a. One of the key ways that we plan to address this very important need is via weekly goal setting (benchmarks) sessions between students and their teachers. The purpose of these benchmark sessions is to ensure that students are becoming proficient and mastering the performance standards taught in their classes.
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
  - a. Our Guidance Counselor, CBO Safe Space and School Based Clinic collaborate on a weekly basis to directly address the needs of our students. We also utilize NYPD'S L.I.F.E Unit to work with all of our students on a monthly basis to address such things as gang awareness, teen violence, "Power of Choice" and drug abuse.

## **Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)**

### ***Explanation/Background:***

Title I School wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a School wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its School wide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School

wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to School wide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **Reminder:** To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

	<i>(i.e., Federal, State, or Local)</i>	<b>in the School wide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	x			141,993	x	11-12
Title I, Part A (ARRA)	Federal	x			3,294	x	11-12
Title II, Part A	Federal			x			
Title III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			1,343,646	x	11-12

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– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

–